

370.5
I N S.
Y. 3
no. 7.

REMOTE STORAGE

THE
Indiana School Journal:

PUBLISHED ON THE 15th OF EACH MONTH.

BY THE

Indiana State Teachers' Association.

GEO. B. STONE, RESIDENT EDITOR, INDIANAPOLIS.
W. D. HENKLE, MATHEMATICAL EDITOR, RICHMOND.

—ASSOCIATE EDITORS:—

CALEB MILLS, CRAWFORDSV'E.	E. P. COLE, BLOOMINGTON.
G. W. HOSS, INDIANAPOLIS.	MISS M. A. WELLS, MADISON.
G. A. IRVIN, FORT WAYNE.	M. J. FLETCHER, GREENCASTLE.
MISS C. R. CHANDLER, NEW ALBANY.	

VOL. III.—JULY, 1858.—NO. 7.

All Communications, except those relating to the Mathematical Department; all Business Letters and Remittances, to be addressed to Geo. B. Stone, Indianapolis. Mathematical articles to be addressed to W. D. Henkle, Richmond. Terms of the Journal, \$1.00 per year, in advance. For Advertising terms see next page.

INDIANAPOLIS:
CAMERON & M'NEELY, PRINTERS.
1858.

POSTAGE---Six cents a year, if paid quarterly or yearly in advance,
at the office of the subscriber.

CONTENTS OF SEVENTH NUMBER, VOLUME THIRD.

Physical Education, 203. The Bible a Text-Book in Schools, 207. Possessive Case, 210. The Teacher's General Influence, 212. The Duties of Teachers, 213. Condition of Public Schools in the Slave States, 217. MATHEMATICAL DEPARTMENT:—Solutions, Problems, 220; Mathematical Works, 224. EDITORIAL MISCELLANY:—Valedictory, 225; Natural Philosophy, 226; Teachers' Association—Present Crisis, Delates, &c., 229; Notice of Teachers' Association at Terre Haute, 232; Notice of National Association, 233; Educational Statistics, 233; Items, 234.

OFFICERS OF THE INDIANA STATE TEACHERS' ASSOCIATION FOR 1858.

President—Barnabas C. Hobbs, Annapolis.

Vice Presidents—E. P. Cole, Bloomington; J. A. Dean, Greencastle; H. D. Roberts, Pendleton; J. L. Campbell, Crawfordsville; L. A. Estes, Richmond; Thomas Olcott, Moore's Hill; H. C. Moore, Shelbyville.

Recording Secretary—B. T. Hoyt, Indianapolis.

Corresponding Secretary—H. B. Wilson, New Albany.

Treasurer—S. T. Bowen, Indianapolis.

Executive Committee—C. N. Todd, Geo. B. Stone, Indianapolis; M. A. Wilson, Richmond; A. J. Vawter, Lafayette; Geo. A. Chase, Brookville; S. R. Adams, Moore's Hill; W. D. Henkle, Richmond.

SCHOOL FURNITURE.

The undersigned manufactures to order and keeps on hand all the modern styles of School Furniture, made of the best material and in the most durable manner. Parties wishing furniture, by corresponding, naming the size of room and the age of pupils, can be furnished with all the necessary information as to size and price.

THOMAS KELSALL,

N. W. Corner of 7th and Baymiller Streets, CINCINNATI, O.

P. S. I will supply the castings and ink-wells to those wishing to make for themselves.

GYMNASTICS & CALLISTHENICS.

The undersigned is prepared to deliver, during the summer-months, a course of Lectures on the above art, before Teachers' Institutes and other Societies.

Subjects of discourses: 1st. History of Gymnastics from Hippocrates to our days. 2d. Character, Aim, and Influence of Gymnastics. 3d. Callisthenics, or Female Gymnastics; and 4th. The best mode of erecting and conducting a Gymnasium or Callisthenium. The three last Lectures to be illustrated by many engravings representing several hundred Gymnastic exercises, by modes of various Gymnastic Apparatus; and if desired, by practical lessons to classes.

For Terms, etc., address

J. C. CHRISTIN, M. D.,

je153m

Manager of Gymnasium, Oxford, O.

370.5
I NS
Y. B
No. 1.

THE
Indiana School Journal.

VOL. III. INDIANAPOLIS, JULY, 1858. NO. 7.

PHYSICAL EDUCATION.

In a previous article it was intimated that we might subsequently try to make some practical suggestions concerning physical education: hence this second article.

1st. We suggest that Physiology and Hygiene form an elementary study in every school in the land. This will enable the teacher to impress upon the mind of the student, in the form of short, comprehensive rules, the sure obvious laws of health.

In connection with this, let the teacher see to it, that the temperature, ventilation, and other school-room arrangements conform to his theory, thereby demonstrating to the school, that he believes what he is teaching. In many cases, I think he might go farther and question his class concerning their observance of these laws, and in case of neglect, urge a compliance. The propriety of such a procedure will be apparent, when it is remembered that it is not unusual for a student, in less than five days after stating in recitation that a hogshead of fresh air per hour is essential to perfect health, to be found corked up in an airtight room, where the possibility of one-half of the above supply does not exist. Hence, then, let some well chosen work on Physiology and Hygiene become an elementary text-book in all our schools. Besides being an important means to health, it tends to a collateral good; i. e., the expulsion of that school-room task in the form of juvenile (infantile?) text-books on Chemistry, Physiology, and Astronomy.

2d. Almost all study desks are too *low*. Taking our observation as a standard, the ratio would be about seventh-ninths. If this be a correct ratio for Indiana, it results in placing for the greater part of six hours per school-day about 145,000 children in a stooped and unhealthy position. The evil thus resulting is too apparent to need comment, hence we may pass in search of a remedy. This we think is to be found only in the removal of the cause. If our conclusions be correct, no desk should strike the chest of a student of twelve years old and upwards, more than four inches below the armpit, and in many cases, not more than one. Younger students may have desks admitting a more reclining position. The former of these heights being likely to find objectors, we may say we are writing the present article with the paper in a plane not one inch below the arm-pit, and thus have done the most of our study for the last year, and with greater physical ease than ever before. In addition we give the testimony and example of others, the name of one of whom is familiar in every neighborhood in this Republic. The very simplicity of this may preclude its adoption, as there are doubtless Naamans now as of yore, who say to "dip seven times in the Jordan" is a *little thing* to cure the leprosy.

3d. We hold, that where students are boarding away from home, as in our higher grade institutions, and thus or otherwise cut off from opportunities of manual labor, gymnastic or calisthenic exercises should obtain. These may be less frequent, less severe, and less general among the students, as circumstances may indicate. In some cases, a fifteen minutes recess per day sport in the exercises of expanding the chest and acquiring a manly gait and bearing, may be quite sufficient. In other cases regularity and severity of exercise should be observed. No schools so uniformly demand systematic physical training as our female boarding schools. In these, exhilarating, life-inspiring play being often deemed "decidedly improper," a demure walk once a day up the mall or round three squares under the surveillance of some precise teacher, furnishes the means of physical development and the guarantee for health. This is perhaps the best that can be done under the form of exercise, but it must be apparent to all, that it bears about the same ratio to real exercise, as an effigy to a real man, being the semblance without the life. But calisthenics comes with a remarkable adaptation and enticing efficiency to meet this demand. The very etymol-

ogy of this word introduces us to its nature; viz.: *kalos*, beautiful, and *sthenos*, strength—i. e., a graceful strength, a vigorous symmetry. It is not our purpose to enter into a description of the elements of this system of exercises, hence we here leave it, save a few words in its defense. Being aware that there are objectors to this system, we may here remind such that our nation is proverbial for the delicate constitutions and ill health of its females.

Further, we incline to the opinion that with equal truthfulness might the proverb prevail, that we not only neglect the physical education of our daughters, but often permit them to be educated into an early decline. For evidence of this general truth, we need look at but a few particular cases, where homes otherwise joyous and happy, are for years curtained in gloom by the lingering ailment of a wife or daughter. This thought needs no development; all any one needs is to open his eyes and see. Here then is the evil, hence the necessity for a remedy, which remedy we conceive to be largely formed in physical training, and as one of the means of which we have indicated gymnastics and calisthenics; one for males and the other for females. In behalf of these exercises as a means to the proposed end, we may give the opinions of others.

Says President Wheeler, of Baldwin University, Ohio, in which institution is a gymnasium, "I think gymnastic exercises exceedingly important to students who have not work or other exercise, and beneficial even to those who have."

Said Horace Mann, President of Antioch College, in an address of 1854, "The teachers of our institution meet the students for exercise, as they meet them in the recitation room for lessons."

Galen, the celebrated ancient physician, declared him the "best physician who was the best teacher of gymnastics."

Says a distinguished writer, "If you wish to develop the mind of a pupil, you must exercise his body."

Says Plato, "Excessive exercise of the body may render us wild and unmanageable, but excess of arts, science, and music make us faddled and effeminate; only the right combination makes the soul wise and manly."

The old Romans said both in theory and practice, *Mens sana in corpore sano*. Further, the practice of several of the European nations speaks clearly on this point. A recent lady travel

er states, that while at St. Petersburg, "She saw nine hundred of the daughters of the princes and nobles of Russia in one institution, where they were trained by such means to be healthful, graceful, and beautiful." She adds further, that "she never met together so many noble, beautiful, and healthful looking girls." Some years ago these exercises were introduced into nearly all the institutions of learning throughout Sweden, and subsequently into some of the institutions of other European nations; and wherever introduced, have demonstrated their efficiency by furnishing a healthier physical organism, more symmetrical figures, and more noble bearing.

The ancient Greeks in their inimitable sculpture had only to reproduce the matchless symmetry of their own persons. And this symmetry, it will be remembered, was largely the growth of the gymnasium. The Greek father had two schools for *his* children, one for the mind, the other for the body. It may be said that the Greeks ran to excess in this direction. Granting this true, our reply is, where are we in the other direction? Both individuals and nations, vibrating between extremes, it would seem, that two thousand years ago, the great pendulum of humanity, swung to the outer boundary in one direction in Greece, and fell back about the year eighteen hundred and fifty-seven to the other in America.

Having suggested some of the *means* to the end, we would here beg the permit of making a suggestion tending to keep the **END** more uniformly in view. For, unless this subject be either brought frequently to view or constantly kept there, we are likely in our characteristic haste for wealth and eminence to almost wholly neglect it. Whence our suggestions; viz.: that in connection with the two great ends of an education, viz.: uprightness of character, and breadth of scholarship, we augment so as to stand thus: *uprightness* of character and *figure—breadth* of scholarship and *shoulder*.

As works teaching of gymnastics and calisthenics are not numerous, it may be pertinent to name some of those deemed most valuable. Of this class, is Walker's Manly Exercises, Trall's Family Gymnasium, Paul Preston's Gymnastics, and Miss Beecher's Physiology and Calisthenics. The latter is a recently published and cheap volume, admirably adapted to the school-room.

In leaving this subject, we may submit, not intending however to indicate any opinion relative to mental manifestations in different sized or shaped bodies, that as a purely physical model, our preference is for McCauley rather than Pope; for the big giant, Webster, rather than the "little giant," Douglas; for even the burly Richard Cœur de Lion, rather than Richard, the Hunch back. Further, could we speak to all the young ladies of the commonwealth, we would say, we hold that the "rose of Sharon" is quite as beautiful as the "lily of the valley," when indigenous to the cheek of a comely maiden. Hence, believing as we do, that much of the pleasure or sorrow of life is consequent upon states of the body, we can not but indulge the hope that the important subject of Physical Education will soon receive a practical attention; an attention that shall evince the truthfulness of the following; that,

"The wise for cure on *exercise* depend,"—

Refuting, at the same time, that hygienic heresy of Words worth, that,

"The good die first."

G. W. HOSS.

THE BIBLE A TEXT-BOOK IN SCHOOLS.

"The Bible should not be left to the teachings of the pulpit and the Sabbath alone. Its great truths lie at the foundation of all morality; its eternal retributions are the sanctions of our judicial oaths; it enjoins obedience to law, and all the practices of good citizenship; it prescribes the kindly charities, the forbearing love, the gentle manners, which hallow and adorn society, and which would make even a moral wilderness rejoice; its mission is to every man, and it presents influences which, if yielded to, will transform one who is the pest or the terror of a community, into its ornament and benefactor; it enforces its appeals by considerations far beyond any motives which man can supply. It should be in all our schools."

The foregoing extract is from an address delivered Dec. 18, 1857, before the Teachers' Association of the District of Columbia, by R. M. Smith, Esq., editor of the *Alexandria Sentinel*, and contains sentiments not only happily and forcibly expressed, but

pre-eminently worthy of consideration in these days, when unprincipled demagogues and graceless politicians are more than ready to do the will of those who have no sympathy with the principles that underlie our political fabric, no heart that beats in unison with the great cardinal element of true democracy, so clearly taught in the Scriptures, (not the democracy so eagerly sought as the *ad captandum prenanum*, of a party,) whose platform, though consisting of only two planks, is broad enough to carry the friends of freedom, safely and triumphantly through their political existence. What could be more significant or comprehensive, as a principle of action, than the first plank of the inspired platform, "All things whatsoever ye would that men should do to you, do ye even so to them." The second is of kindred import and reads thus: "In honor preferring one another." It would be exceedingly difficult for political aspirants to stand on such a platform, and therefore it is no marvel that the wire-workers, both political and prelatie, should desire that the Bible, the magna charta of civil liberty, should be excluded from our schools.

As the Declaration of Independence is read on the anniversary of our political emancipation to kindle afresh, in the American heart, the fires of freedom, and fire anew the purpose to transmit to posterity unimpaired the rich legacy received from our fathers, so should the Bible be *daily* read in our schools, and our children be early and profoundly impressed with the conviction that our political as well as our personal salvation most emphatically depends on a cordial reception and corresponding adhesion to the Divine platform.

Let the demand that the Bible shall be excluded from our schools, from whatever source it may come, and under whatever guise it may be concealed, be calmly yet resolutely resisted. Let it be met with such a spirit and with such firmness as will banish forever from the minds of its authors all thoughts of the repetition of the suicidal and despotic requisition. If the sentiments of the above extract be sound, and the Bible is the source whence we derive our ideas of civil and religious freedom, then nothing could be more destructive to our civil institutions and nothing more impious and insulting to its Divine Author, than its exclusion from the institutions where the masses will receive all the education that they will ever enjoy. Why should that volume, whose principles underlie, permeate, and are interwoven

into the very fabric of our political being, and the reality of whose sanction constitutes the basis of that oath that binds every public officer, judicial, legislative, or executive, to a faithful discharge of his official functions, be excluded from the school-room, and youth be debarred all access to the fountain of heavenly wisdom? Why should the Bible be ignored in the school-room, and yet recognized at the polls? Why should it stand sentinel at the ballot-box, when it has been excluded from the literary nurseries of our youth? No wonder its aid should be invoked to guard the purity of elections, when the embryo sovereign is trained up purposely ignorant of its sanctions and in utter want of sympathy for its spirit, and a stranger to its hopes, and an alien to its consolations.

Let no one pretend to be a friend to the Bible in the family, and yet advocate its exclusion from the public schools and colleges of the land. Hostility to the Scriptures as a text-book in our schools has its origin in something *lower* than even a mere mock patriotism. It is vain to disguise its pedigree or deny its kindred. Such opposition springs from no reverence to God's word, character, or government. If its promptings are so pure, why consistency would authorize us to expect unceasing assiduity in inculcating its principles and precepts on the tender and susceptible minds of the family circle. Where can the advocate of the Bible exclusion policy be found that is remarkable for his zeal in imparting its instruction to youth, or distinguished for a practical exemplification of its heavenly inculcations? Does the pliant politician, who waxes so eloquent in defense of liberty of conscience and deplores so pathetically the loss of sanctity and reverence which the Bible would sustain by being daily read in our schools, suppose that *his regard* for the Scriptures is not appreciated, when so brilliantly illuminated by the running commentary of his immaculate life? Who can doubt, for a moment, that the leaders of this anti-Bible crusade are the legitimate successors of Bible-burners of other times and localities? The jesuitical veil is too thin and the mask is too transparent to conceal the real features of the responsible authors. Let such encroachments on civil liberty, and such insidious attacks on the recognized and time-honored principle and practice of this nation, be met at the threshold of the contest, and it will prove the harbinger of victory; but overlooked or disregarded, it will herald only disaster and defeat. Let the Bible be placed at the

head of every list of text-books for our schools, recommended by State Boards of Education, and let there be no lack of sympathy with the principle on the part of Superintendents, and these incipient assaults will soon cease. With this flag nailed to the mast of the ship of State, we shall have no fear of a surrender to any such piratical craft. Eternal vigilance is the price of both civil and religious freedom, and none but the vigilant will deserve or enjoy the priceless boon. S. B.

POSSESSIVE CASE.

NO. II.—(EXTRA.)

In my article in the April number insert the following instead of that part on page 121, which commences with "Should any one now"

Should any one now, to avoid all these examples, make the assertion that the apostrophe *s* should be omitted in the possessive singular of all nouns ending in *ience*, I would answer that *Experience's work*, and *Patience's bonnet*, should be used in preference to *Experience' work* and *Patience' bonnet*. If to avoid these examples *cience* should be inserted for *ience*, the following opposing quotation from *Saxe's Poems*, p. 189:

"Who guided our feet over Science's bogs,
And led us quite safe through Philosophy's fogs."

Driven from every point, suppose the grammarian should, in his despair, apply the assertion to all nouns ending in *conscience*. In *Harper's Mag.*, vol. 9, p. 5, is found "*Conscience's Tales*," and Prof. M'Farland informed me several years ago that Dr. Wardlaw in his *Christian Ethics* uses "*conscience's*," most probably before some other word than *sake*, as, *conscience's admonitions*. When *conscience* is a proper name, as in the example quoted from Harper's Magazine, the *s* should be used in all cases whatsoever when the possessive singular is used, as, *I did it for Mr. Conscience's sake*.

Thus we see that the rule which seems so imposing at first, and which has been so hastily adopted by so many writers of Grammar, dwindles down to this:

The possessive singular of all common nouns ending in conscience, when followed by the word *sake*, is formed by the addition of the apostrophe only; as,

"For gospel-light and conscience' sake."—*Hudibras*, p. 93.

"Conscience' sake" may also be found in *Motley's Dutch Republic*, vol. 3, p. 269; *Prescott's Philip the Second*, vol. 1, pp. 132 382, vol. 2, p. 225.

There are several other words ending in *ce* of which the possessive singular may be properly formed without the apostrophic *s*, when followed by the word *sake*; as,

"When he sits down, he's standing up,
As Paddy Quinn once said;
And, for convenience' sake, he wears
His eyes a' top his head."

—*The Song of the Frog*, *Harper's Mag.*, vol. 8, p. 855.

"Convenience' sake" may also be found in *Hull's Gram.*, p. 35, and in *Beecher's Life Thoughts*. The *Atlantic Monthly*, in quoting from the latter work the paragraph which contains this expression, prints it "*convenience's sake*."

Appearance' sake, which I have heard in conversation, but which I have never seen in print, is also allowable, although we generally say "*for the sake of appearance*," also "*for the sake of convenience*."

Frazee, in his grammar, has "*Peace' sake*," but Mulligan on p. 182 of his work on the *Gram. Struc.* of the Eng. Lang., says "Peace, in the genitive, ought, we presume, to be spelled *peace's*, and should certainly be pronounced *peacez*." W. D. H.

CORRECTIONS.—Several typographical errors have occurred in the previous articles on possessive case. I mention the following: "*Frazer's*," on p. 56, line 2, should be *Frazee's*; "*Gauss's equations*," on p. 57, line 9, should be GAUSS'S EQUATIONS; "*lunards*," on p. 58, line 22, should be *lunardi*; "*Frazer's*," on p. 117, line 2d from the bottom, should be *Frazee's*; "*Grallon's*," on p. 118, line 8, should be *Gratton's*; "*nce*," on p. 120, line 15, should be *ence*; "*Powell's*," on p. 120, 3d line from the bottom, should be *Parnell's*; "*cience*," on p. 121, line 16, should be *cience*.

P. S.—The above was sent for the June number but was crowded out. The article in that number on Possessive Case, signed "Munroe," will receive attention in due time in my series of articles on this subject; and it is and has been my intent: n

to close them with what I consider the correct rule, but which will be found not to be the same as "Munroe's." Munroe's article shows thought, and I shall not take issue against it without due consideration.

W. D. H.

THE TEACHER'S GENERAL INFLUENCE.

In the selection of teachers, do parents or their agents think enough of the general character and influence of those they employ? Is it the whole mission of the teacher to make those committed to his care good grammarians and arithmeticians? Is it not of some consequence; is it not, indeed, his first and highest work to do all he may to make them *men* and *women*? Such our belief, we think the morals and manners of teachers are often too little regarded in deciding upon their qualifications. "Give us a man who will put our children *over* a certain number of pages in a given time," too often seems to be the only demand. This demand is well as far as it goes, but it is not enough, for the *general* daily influence emanating from the teacher is more effective, does more to form the *character* of his pupils than any or all his special instruction on particular branches. A teacher, with life and earnestness enough to be worthy of the name, will breathe into his pupils much of his own spirit; should it not be a pure and noble one?

Of this, as of all other matters, our best proof is experience. To it, therefore, we appeal. How much do any of us remember of the particular class instruction of our early teachers? Your experience may not accord with ours, but we remember only the general character, manner, and bearing of our first teachers, i. e., we think of them as pleasant or unkind *men* and not as skillful or unskillful instructors.

As we have already intimated, the teacher is a model; and to youth's plastic mind shall a vice-deformed, or even coarse one, be presented. Fellow teachers, our pupils *will* be what we *are*, not what we tell them they *should* be. We are daily, hourly daguerreotyping our *moral* as well as mental image upon scores of young immortals, and we envy not the head, heart, or happiness of the man who can occupy the teacher's position and yet not feel, and, with all the energy and ability he possesses, does not

discharge the solemn obligation resting upon him. We are daily moulding pliant but imperishable materials, and who shall dare to touch them with unskilled or careless hands! We are painting for eternity, and if the painter and sculptor with such anxious care move the brush and the chisel over fading canvas and perishable marble, with what intense interest should we make our tracings on the immortal mind.

As arduous as noble is our work. What wisdom and patience it requires to speak the effective word of cheer to the willing, laboring, but disheartened of the flock, and what energy, decision, and perseverance to curb the strong, lead the weak, and urge the slow. Who does not feel the need of the example and blessing of the world's Great Teacher? Our pupils will be like us; let us then strive to be like Christ, for

"A christian is the highest style of man."

WHITEFIELD.

THE DUTIES OF TEACHERS.

The following article, from an address before the Massachusetts Teachers' Association, is worthy of perusal in Indiana. Many of its suggestions and arguments apply to our own circumstances. Read and ponder:

As the profession of teaching advances in respectability and pecuniary value, so do our personal obligations and duties to that profession augment. It is not enough that each teacher should faithfully perform his daily task in the school-room. He owes something to the fraternity of teachers—something to the *esprit du corps*. No teacher, good or bad, has a right to shut himself up in his own little domain, cut off from sympathy with other teachers, imparting no light to them, receiving none from them. If a wise teacher, he is morally bound to dispense his wisdom to others; if unwise, to receive wisdom from others. Hence we believe it the duty of all teachers to associate themselves with organizations like our own, to show by their counsels, their sympathies, or at least by their presence, that they do not regard themselves too high or too low to belong to an educational association. We would that every educator in the Com-

monwealth had enrolled his name with us; that our numbers, instead of being reckoned by hundreds were read in thousands. The greater our host, the mightier our power and influence. Through you, fellow-teachers, we would say to those who are not present to-day, and never are present at an educational gathering, we want your help. No one is so feeble, so utterly insignificant, as to possess no influence. Be yours much or little, we claim it for the common cause. If you know more than we, then it is your duty to come and teach us; if you know less, come and learn from us. If you think our mode of affairs is not a good one, then cease fault-finding, and show us a better one. Take your place, be it high or low, among your fellow-teachers; and do not imagine that by your knowledge or your ignorance, your dignity or your humility, you can rightly escape the responsibilities you owe to the profession you have chosen. Do but your part in support of the State, the county, and the town teachers' associations, and an impetus will be given to the cause of education which will be deeply felt from one extremity of our honored State to the other.

Another duty which we and all our fellow-teachers owe to the profession, is that of liberally supporting our educational publications. The literature of any profession is generally a fair index of its standing; and he who would see his profession occupying a high position in the world's estimation must do what he can to support and elevate its literature. Nine years ago, the teachers of Massachusetts, represented in this State Association, established as their organ—as the exponent of their opinions and wishes—“*The Massachusetts Teacher*.” Through adversity and prosperity it has existed, and still exists. Although it has been editorially sustained by but few men, whose services have never commanded a single dollar; and although it has never received that general support which its official character merited, it has maintained an unsurpassed rank among similar periodicals, and has done what some teachers' journals have failed to do—*paid its way*. Still “*The Massachusetts Teacher*” is not what its best friends wish it to be, nor what it readily might be, were all those whose interests it advocates to give it a helping hand. If one-half of the public school teachers of Massachusetts contributed the yearly subscription of one dollar, not only would our journal meet its current expenses, but it would yield an income which might be profitably devoted to its editorial and typograph-

ical improvement. There are in our public schools, as I have already stated, 7,153 teachers. Of this number only about 1,500 are subscribers to our State periodical. Surely this ought not so to be. It is not to our credit that but a little more than one-fifth of the members of our profession sustain, by even the pittance of a dollar, a home educational journal. We say to the educators of the State, "*The Massachusetts Teacher*" is your own organ. You can do with it what you please: make it just what you will. You have full power by your associated action to appoint as its managers men of your own choice. You can impart to it whatever tone shall best harmonize with your wishes. If its past administration has not met your full approval, the remedy is in your hands. This being so, do not, by withholding or withdrawing your aid, do that which will tend to discourage the few who are willing and ready to work on. Will you not, then, one and all aid in this effort to raise the character of our and your occupation? Aid us by your own subscription, aid us by securing the aid of others, aid us with contributions from your pen. Do not expect that others will always write for your benefit; write something for them.

Now and then a man is found who says the "*Teacher*" is of no value. We answer, is not a journal which reports the proceedings of all the educational bodies in the State, of some value? Is it not worth one of the all-powerful dollars, to know what is occurring in the various parts of our fair field of labor? To an active educator our journal is worth, for its items of intelligence, far more than its subscription price. To the man who disparages the literary character of the "*Teacher*" it may be said, Have you ever written a line for its pages? Have you done anything for its improvement?—anything to extend its circulation? If not, you have failed to do your whole duty, and you have no right to complain.

Fellow Teachers, let us, during the coming year, promptly, earnestly, perseveringly, labor to elevate the character and extend the usefulness of the "*Massachusetts Teacher*." The efforts of a single zealous man in each town in the State can not fail to place it speedily in a lofty position; and of this we may be assured—that whatever is added to its reputation, is an addition to our own. Having discharged our duty to our own periodical, we may then the more properly extend our hand to other

educational publications; and the more we invest in such enterprises, the richer will be our intellectual income.

Much also might be accomplished for our cause by the contribution of articles relating to education, to the columns of the hundred of newspapers published throughout the State. This important instrumentality has been almost universally neglected. The mighty power of the press may easily be brought to bear in behalf of education, if educators themselves are wise and vigilant in the use of opportunities.

Finally, we owe to our profession the duty of becoming, to the extent of our abilities, and in the most comprehensive sense, *scholars*. Not satisfied with that amount of knowledge which will just meet the stereotyped demands of the school-room, we are all under moral obligations to cultivate a literary taste—to enlarge our literary acquisitions—to prove to the world by our knowledge, as well as by our personal characters, that a man may perform the work of a pedagogue, and yet be something besides a pedagogue; that a man may spend his life in teaching children, and yet be himself a man—fully developed in all that adorns and ennobles manhood.

The work in which we are engaged, while not destitute of pleasures, is laden with responsibilities and discouragements.

Few of us there are, who do not at times feel weighed down by the perplexities and trials in our pathway; and yet even these may terminate in good, and what has seemed a curse may prove a blessing. You have seen the lofty pine, bending beneath the almost crushing weight of a winter's snow; and again you have seen that burden of snow dripping under the genial warmth of a spring-tide sun, enriching the soil on which it falls, and thus sending up new energies into every branch and twig and leaf of that tree, and raising its far-reaching arms and myriad fingers still higher towards heaven. So the burden of trials and discouragements, which often threatens to prostrate all our powers, will, if we bear up stoutly, with unflinching heart, sink beneath us, only to elevate us towards a purer and brighter sky, radiant with hope and illumined by the sun of triumphant reward.

If success do not at once crown all our efforts, let us "learn to labor and to wait." Horace spoke truly when he said—

* * * "Nil sine magno
Vita labore dedit mortalibus." * *

"Nature gives nothing to men without great labor." Be it ours, then, to toil on, faithfully, patiently. Our task will, at the farthest, soon be done. As, then, we press forward to the vast ocean of eternity, let us send forth into the great, swelling stream of human progress, each his own little rill of pure motive, of holy influence, of noble deeds.

CONDITION OF PUBLIC SCHOOLS IN THE SLAVE STATES.

ARKANSAS.—There are in the State about twenty-five common schools organized and sustained by the common school fund. So far as means are concerned, Arkansas is well off. It received from Congress 886,460 acres of land for the support of schools, a large portion of which is valuable. Eventually she will have a fund of at least two millions from these appropriations of land. The Secretary of State and *ex-officio* Commissioner of Schools, David B. Greer, of Little Rock, recommends a suspension of the sales of the school lands. He says, "the great obstacle in the organization of public schools is not a want of means but the indifference which pervades the public mind on the subject of education."

TENNESSEE.—Here the State Treasurer is *ex-officio* Superintendent of Public Schools. The amount of money distributed at the last apportionment was 70 cents to each person between 5 and 21 years of age. This comes so near being a duplicate of the Indiana apportionment that the condition of the schools can be easily imagined. The whole number drawing money from the fund was 288,538, or something more than a thousand less than at the previous apportionment. Very little interest is felt in public schools in this State, and the condition of the school fund is in "*great obscurity.*"

TEXAS.—Texas has done little in the way of schools, except to form the nucleus fund for their support. By the State Constitution, one-tenth of all the revenue of the State derived from taxation, is set apart for a permanent fund for free schools. The sale of school lands is forbidden by law, and the only income is derived from their rental, which at present, of course, amounts

to nothing. The prospective value of the school lands of Texas is estimated as high as fifteen millions. In a few of the chief towns public schools have been maintained for some time, but instruction is confined almost entirely to private schools.

LOUISIANA.—Here an attempt to organize public schools was made in 1811. In 1855 the amount appropriated by the Legislature for schools was \$300,000. The Governor of the State speaks of the school system as a failure. The Superintendent says "that the public sentiment, arising partly out of the fact that the parents themselves have had little or no education, and consequently do not value it for their children, is low. New Orleans can be said to have public schools. Here for several years Hon. J. A. Shaw, of Mass., was employed in the second municipality, and succeeded in inaugurating a system which had a high degree of efficiency. From insufficient pecuniary support, this has fallen much below its condition under the management of Mr. Shaw. It is said that the salaries of female teachers in Louisiana is considerably higher than in any other State. In speaking of the District Directors, the State Superintendent suggests that *two out of three* of these officers should be able to *write their names*.

MISSISSIPPI.—So little has been done here that the common schools can not be said to have any history or existence even. The State has at various times made small appropriations; the usual sum is \$50,000, the *interest* of which is to be appropriated to the support of public schools. The State University appears to be the pet institution of the State, and receives a large share of all which Mississippi can grant for school purposes.

ALABAMA.—Alabama recently tried the experiment of sustaining a School Journal, but it was very soon discontinued. It was not till 1854 that any attempt was made to form a school system. In 1856 this was so far perfected as to compare favorably with those of other States. The condition of the State *judicially* and *constitutionally* must, however, be lamentably low, for "additional or *special* taxes may also be raised in townships by a vote to do so, for public schools." Some of the superfluous wisdom of Indiana might profitably find a home in Alabama.

FLORIDA.—Here we find matters much the same as in Mississippi, "only more so." We see that in 1856 the magnificent sum of \$6,059.80 was raised *for public instruction*. Number of chil-

dren between five and eighteen, 27,261. The magnificent sum of 28 cents per scholar appropriated by Florida for the education of her youth!

GEORGIA.—This State has no public school system. It has some funds for the education of indigent children. The number of these beneficiaries is estimated at 20,000, and the amount disbursed for their education in 1854 was \$23,000.

SOUTH CAROLINA.—In 1843 (?) Governor Hammond spoke thus: "The free school system has failed. This fact has been announced by my predecessors, and there is scarcely an intelligent person in the State who doubts that its benefits are perfectly insignificant, in comparison with the expenditure. Its failure is owing to the fact, that it does not suit our people, or our government, and it can never be remedied. The paupers, for whose children it is intended, but slightly appreciate the advantages of education; their pride revolts at the idea of sending their children to school as '*poor scholars*;' and, besides, they need them at home to work. These sentiments and wants can, in the main, be only countervailed by force. In other countries, where similar systems exist, force is liberally applied. It is contrary to the principles of our institutions to apply it here, and the free school system is a failure."

The school system, at present, as indicated by this extract, is a system of charity schools—of schools for only the poor, on the ground that all who are able will look after their children's education, without notice from the government—a fact not yet admitted: but, for argument's sake, it may be allowed its weight; and then it remains to be seen whether the public school, under public supervision, encouraged, if not sustained, by public money, and free to all, may not be the best possible school for educating all classes of the community. The State annually appropriates \$75,000 for the support of its free schools. In some districts independent schools are set up; but in others, the officers intrusted with the expenditure of the quota for a particular district pay the tuition of a certain number of scholars, who are admitted into private schools as beneficiaries.

There are school funds in this State, which, in 1850, yielded \$35,973; in addition to which amount, \$160,427 were contributed in other ways to the support of schools—probably, chiefly by tuition-fees in private schools—making an aggregate of \$206,400

for school purposes. Number of schools, 1,023; of teachers, 1,019; of pupils, 19,132.—*Am. Ed. Year-Book*, 1857.

NORTH CAROLINA.—North Carolina has taken the lead of most of the Southern States in regard to common schools. By the last report of the State Superintendent, we see that the average length of the public schools last year was four months. Of the 215,000 children in the State between 5 and 21, over 140,000 of them were in the common schools. Very much of what has been accomplished here is due to the efforts of Mr. C. H. Wiley, the excellent State Superintendent. Two years since he commenced the publication of the North Carolina *Journal of Education*, which he sent to every district in the State, 3,500 in number, without charge. In addition to this means of arousing interest in education, he has traveled and lectured incessantly throughout the State—has labored with the legislature, and has accomplished an amount of work and achieved a success which can scarcely find its parallel.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

No. 62.

[Alsop says that this problem is *impossible*, for the conditions will never allow the hands to be disposed at distances of 120 degrees around the circle. He thinks that Mr. Hough has mistaken the terms of the problem. *We* think that Mr. Alsop is the one who is mistaken, for the question is, "How long will it respectively be before each hand will be at equal distances from the other two?" The use of the word *respectively* prevents such an interpretation as that given by Mr. Alsop.—ED.]

SOLUTION OF No. 64.—BY SAMUEL ALSOP.

The rod being of uniform size, its center of gravity is the middle point. The rod is supported by three forces, viz.: the

tension of the string, the weight of the rod, and the resistance of the wall, in a direction perpendicular to its surface. That an equilibrium may subsist, the directions of these forces must pass through a common point.

CONSTRUCTION.—Take $AC=15$. Bisect it in D , on AD describe a semi-circle. From C to that semi-circle draw $CE=10$, then will CE represent the position of the rod, and AE that of the wall.

CALCULATION.— $AC^2=CE^2+3AE^2$.

SOLUTION OF No. —.—By J. STAFF.

Per quest. $100rt+100=50(1+r)t$, or $2rt+2=(1+r)t$. Expanding $(1+r)t$ by the binomial theorem and transposing we get

$$1 = -tr + \frac{t-1}{2}r^2 + \&c.,$$

which arranging according to the powers of t and putting $a, b, c, d, \&c.$, respectively for the co-efficients of $t, t^2, t^3, t^4, \&c.$, and reversing the series, we obtain

$$t = \frac{1}{a} - \frac{b}{a^3} + \frac{2b^2-ac}{a^5} - \frac{5b^3-5abc+a^2d}{a^7}, \&c.$$

See *Stoddard and Henkle's Al.*, p. 412.

[Also closes his solution with “ $(1+r)t=2+2tr$, an equation that can only be solved by approximation.” Hough, assuming $r=100$, gets $2t=2+2t$, whence $t=3$ years. He says “the time in every case will depend on the rate per cent. The value of t can be found by approximation with the application of logarithms.” S. C. Crumbaugh, by using an interest table and making successive approximations, gets for the result 29 yrs., 3 mo., and 19 d., the ratio being 6 per cent.]

No. 70.

Hough refers to “*Colburn's Higher Arithmetic*, where, he says, “a number of concise methods are given.”

SOLUTION OF No. 71.—By T. CHARLES.

I find what part of the principal equals the interest, and add

to this the principal, and divide \$28885. in proportion to the reciprocals of these fractions.

I also solved it by getting the present worths of \$1 for 6, 10, 14, and 15 years at 6 per cent., and dividing \$28885. in proportion to these worths.

I obtain for the answer \$8,740, \$7,429, \$6,460, \$6,256.

[This problem was also solved by *J. Pool*, *Wm. Hill*, *S. C. Crumbaugh*, *J. C. Fawcett*, *Alsop*, and *Hough*. All the solutions except *Pool's* were by equations. *Hough's* results were slightly wrong.]

SOLUTION OF No. 72.—By J. Pool.

We may consider the whole weight as collected in the center of gravity, which, if the beam is regular, will be in the center of the stick. Then in order that the two men may carry twice as much as the man at the end of the beam, they must be half as far from the middle, or 5 feet from the other end.

No allowance is made for the weight of the handspike.

[This problem was also solved by *T. Charles*, *Hough*, and *Alsop*.]

SOLUTION OF No. 73.—By G. W. Hough.

Put $x=r+1$ and we get $r(r+1)^4=2$. Assuming $r=50$ we get 2.53+; call this value +. Again assuming $r=.45$, we get 1.9845—; call this value —. We observe that the second value is a little too small. Again suppose $r=.45142$, and we get 2.0037646 +. Now by continually taking the mean of a plus and minus value, we at length get $r=.4511474496136496$, which is correct to eight places of figures.

[*Crumbaugh* carried the approximation of x to three places by a different process. Horner's method furnishes a simple plan of solution, but we have been under the impression that Mr. Kirkwood wishes this problem to be solved without resorting to approximation. Is this so, Mr. K.?)

ANSWER TO PROBLEM O.—By Hough and Alsop.

Hough says, "From the theory of Mechanics as regards the collision and impact of bodies, we at once conclude that the

body will have a rotary motion, unless the collision is direct and central, when the body will have simply a motion of translation."

He gives the formula for the angular velocity in the case of rotary motion.

Alsop refers to *Poisson Traite de Mecan.*, Art. 436.7, and says, "In the case supposed there would be no rotary movement."

REMARKS.—Alsop has sent solutions and comments to all the problems from 62 to O inclusive, except L, 65, 69, 70, 71, and 73. He says he does not understand what is meant by "three and three" in L, and that 65 is a mechanical problem for which he has no taste.

Will Mr. Hough re-state L, for our correspondents consider it indefinite.

If the readers of the Mathematical Department have any nice arithmetical problems, we would be glad to receive them.

PROBLEM No. 77.—By W. W. R.

Plant a grove with 14 trees in 9 straight rows, and 4 trees in each row.

PROBLEM Q.—By P. BARTON.

Let $x+y+z-10=0$, be the equation of a plane, (2, 4, 4) the center of a circle in that plane, whose radius is 6; to find the least distance from the point (1, 2, 3,) to the periphery of the circle.

PROBLEM 78.—By S. C. CRUMBAUGH.

What principal must be loaned Jan. 1, at 9 per cent., to be repaid by 5 instalments of \$200 each, payable on the first day of the five succeeding months?

CORRECTION.—In No. 77 put $-6\frac{3}{4}x$ for $6\frac{1}{4}$.

THE activity of mind and body, of every faculty and passion, is the reality of life, and the necessity of health.

ALLOW a boy at large one year in indolence, and you have laid the foundation whereon to build his future ruin.

MATHEMATICAL WORKS.

(Continued.)

131. *Robinson's An. Geo. and Calculus*, pp. 348, Cincinnati: Jacob Ernst, 1856. (Copy-righted in 1856.)
132. *Courtenay's Calculus*, pp. 501, New York: A. S. Barnes & Co., 1856. (Copy-righted in 1855.)
133. *Symth's Calculus*, pp. 232, Portland: Sanborn & Carter, 1854, (Copy-righted in 1853.)
134. *Church's Calculus*, pp. 344, New York: Geo. P. Putnam, 1850. (Copy-righted in 1850.)
135. *Loomis's An. Geo. and Calculus*, pp. 378, New York: Harper & Bro., 1851. (Copy-righted in 1851.)
136. *McCartney's Calculus*, pp. 340, Philadelphia: E. C. Biddle, 1844. (Copy-righted in 1844.)
137. *Peirce's An. Geo. and Diff. Calculus*, pp. 304, Boston: James Munroe & Co., 1841. (Copy-righted in 1841.)
138. *Peirce's Integral Calculus*, pp. 290, Boston: James Munroe & Co., 1846. (Copy-righted in 1846.) These works are entitled *Peirce's Curves, Functions, and Forces*, Vols. I and II.
139. *Davies's Calculus*, pp. 283, Philadelphia: A. S. Barnes & Co., 1844. (Copy-righted in 1836.)
140. *Farrar's Bezout's Calculus*, pp. 195, Boston: Hilliard, Gray & Co., 1836. (Copy-righted in 1836.)
141. *Young's Diff. Calculus*, pp. 255, Philadelphia: Carey, Lea & Blanchard, 1833. (Copy-righted in 1833.)
142. *Young's Integral Calculus*, pp. 292, Philadelphia: Carey, Lea & Blanchard, 1833. (Copy-righted in 1833.)
143. *Ryan's Calculus*, pp. 328, New York: White, Gallagher & White, 1828. (Copy-righted in 1828.)
144. *Vince's Fluxions*, pp. 256, Philadelphia: Kimber & Conrad, 1812. (Copy-righted in 1812.)
145. *Todhunter's Integral Calculus*, pp. 268, Cambridge, Eng.: 1857.
146. *Woolhouse's Diff. Calculus*, pp. 160, London: 1854.
147. *Cox's Integral Calculus*, pp. 120, London: 1852.
148. *Haddon's Ex. and Solutions in Diff. Cal.*, pp. 162, London: 1851.
149. *Hann's Examples in Integral Cal.*, pp. 128, London: 1850.
150. *Tate's Calculus*, pp. 245, 2nd ed., London: 1849.
151. *DeMorgan's Calculus*, pp. 869, London: (Preface dated 1842.)
152. *Young's Diff. Calculus*, pp. 312, London: 1836.
- 153-154. *Maclaurin's Fluxions*, Vol. I, pp. 412, Vol. II, pp. 342, London: 1801.

155. *Frenet's Recueil D' Exercices sur le Calcul Infinitesimal*, pp. 220, Paris: 1856.
- 156-157. *Duhamel's Elements de Calcul Infinitesimal*, Vol. I, pp. 585, Vol. II, pp. 375, Paris: 1856.
158. *Lubsen's Einleitung in die Infinitesimal—Rechnung zum Selbstunterricht*, pp. 182, Hamburg: 1855.
159. *Weyer's Über Die Differentialformeln für Cometenbahnen von grosser excentricitat mit Berücksichtigung der Planetarischen Storungen*, pp. 76, Berlin: 1852.
162. *Schubert's Sammlung von Mathematischen namentlich von Differential und Integral Formeln*, pp. 173, Dresden & Leipsig: 1842.
163. *Minding's Handbuch der Differential und Integral Rechnung*, Vol. I, pp. 328, Berlin: 1836.
164. *Minding's Handbuch der theretischen Mechanik*, Vol. II, pp. 348, Berlin: 1838.

W. D. H.

EDITORIAL MISCELLANY.

VALEDICTORY.

In resigning the office with which the Teachers' Association has honored me, I desire to say a few words in reference to the past history and present condition of the *Journal*. As the former is well known to the Association, through the annual reports which have been made, it will need but brief notice. It is now a little more than two and a half years since the first number of the *Journal* was published, and while it has never called upon the members of the Association to contribute a single dollar to its support, it has itself contributed nearly \$1200 towards maintaining an agent, whose duty it was to lecture, hold institutes, and awaken educational interest in the State. This year I considered its ability to sustain itself so problematical, that as one of the Executive Committee, I declined assuming any responsibility for its publication, except from month to month. We had little help to expect from advertising, and although pledges were freely made for its support, I had little hope after the fatal decision of the Supreme Court, that those pledges would be redeemed. Our largest circulation was of course in those places where permanent schools were maintained, and the dispersion of teachers which followed the decision mentioned above, would necessarily prevent the fulfillment of

the pledges made at the yearly meeting. What I expected, came to pass. With the exception of Ft. Wayne, I believe that none of the more important pledges have been redeemed. In some places, where from twenty-five to fifty names are pledged, not a single one has been received. The reason is obvious. No other result could reasonably have been expected. Added to this, it is a year of extreme financial embarrassment. Friends of education, not teachers, who have hitherto contributed liberally to swell the number of subscribers, under the pressure of the times withdraw the support, which in more prosperous seasons would be cheerfully yielded. Still, under these discouragements, we have reached the seventh number of the present volume, and we have not only succeeded in keeping free from debt, but as will be seen by the report of the Treasurer, have a balance in our favor which assures us of at least no considerable deficit at the close of the year. It is indeed most probable that the *Journal* will be able to pass through the year without calling upon the Association for pecuniary support. But considerable sums are still due on subscriptions, and all those indebted should forward the amounts due as soon as possible. In taking leave of the *Journal*, I have to thank my associates for the able assistance they have given me, and the Association for the honor they have conferred upon me. I accepted the office with the distinct understanding that my time was mainly given to other duties, and these have, at times, left me little leisure for this. In leaving the State, I carry with me many pleasant memories of my three years life in Indiana. Especially have I enjoyed the gatherings of the Association, and I much regret that it will not be possible for me to meet at Terre Haute, those who, when the Teachers of the State assemble, are never found absent. Success to your counsels, and may all "Unconstitutionaldom" soon be redeemed from her present unfortunate and disgraceful condition.

GEORGE B. STONE.

Minneapolis, June 29th, 1858.

NATURAL PHILOSOPHY.

Perhaps a majority of the readers of this *Journal*, have some acquaintance with Natural Philosophy, as explained in the School Text Books on this subject. Taking this for granted, we have thought that the following brief account of a criticism on Comstock's Philosophy, in the June number of Emerson's Magazine, would be found to be instructive. The writer of the criticism, studied the work when a boy, and confesses that he comes to his subject not "wholly free from a latent, long cherished grudge." After reading his article, we are prepared to admit that his grudge may have been "long-cherished," but never "latent," for we doubt whether he has always heretofore concealed his opinions of the book.

He refers to the issue for 1858, TWO HUNDRED AND EIGHTH EDITION, re-

vised and enlarged." This is the sixth revision of the work. The critic inquires:

"1. How far has the subject been reduced to SYSTEM?"

It must be borne in mind that the work is entitled "A SYSTEM OF NATURAL PHILOSOPHY; *in which are explained the principles of Mechanics, etc., etc.*" He cites the following facts to prove the want of *system*: That the "*Velocity of falling bodies*" precedes "*Motion*," and that these, together with "*Momentum, Compound Motion, Center of Gravity, Gun-nery, and the Pendulum*," precede *Mechanics*."

That, although the "Mechanics of Liquids," is divided into "Hydrostatics and Hydraulics," the division of the Mechanics of Solids into Statics and Dynamics is not made or even named.

That "HEAT," which "belongs on the confines of Physics and Chemistry," and which, therefore, should be "last in the book," is treated of, immediately after "Pneumatics," which "Acoustics" naturally follows.

That although METEOROLOGY is not named, yet we find *Atmospheric Phenomena* making part of Acoustics—as if wind, rain, and frost were consequences of some law of sound!"

That the "*Stability of Bodies*" is explained, if that be possible, before their *equilibrium*: but, in fact, stability depends on, and is a consequence of, equilibrium."

That "*Circular Motion*" precedes "*Curvilinear Motion*," "although the latter is really the general subject, of which the former is a particular species or case."

That at the end of the chapter "on the STEAM ENGINE," is "a page on *Distillation*," "immediately following a prolix account of a particular steam boiler explosion which happened to occur at Hartford, in the year 1854, instead of being "*in its place*" in the chapter "on HEAT" that immediately precedes, (the critic thinks that the author has been "led to place his explanation of the process of the "worm of the still" in the category of high-pressure engines, the mechanical duty of coal, and steam boiler explosions, "as a broad hint to impressible youth, of the dangers growing out of the lamentably prevalent custom of carrying 'a brick in one's hat;'" and that he has generously resolved to sacrifice scientific unity in order to "point a moral," and perhaps "adorn a tale.")

That "*Dioptrics*" precedes "*Catoptrics*," and that while the subject "of *Mirrors*" is properly "conjoined with the latter," the subject of *Len-ses* is made to follow all this, "although in the same way related to Re-fraction, as the Mirror to Reflection."

That "*Galvanism*" is "separated from ELECTRICITY, and placed under *Electro-Magnetism*, although the last is, in truth, an off-shoot from Galvanism itself."

That "the whole subject of Electricity, as if it hardly belonged in a book of Philosophy, is placed after ASTRONOMY, which certainly does not so belong."

That "no glimpse or dream of the fundamental distinction" of Electricity into "*Static or Franklinic Electricity*," and "*Dynamic or Galvanic Electricity*," "is likely to trouble the student of Dr. Comstock's book."

That "in the last part of the book comes a medley [medley?] of matters, which, having dropped from the author's intellectual pocket as he went through his work, he has considerably picked up and put in at the close." He thus describes this medley:

"Here, after *Electro Gilding*, comes a *Hydrodynamic experiment* and a wheel turned by an *upward jet of water*—tender reminiscences, doubtless, of the aqueous laws discussed in pages long gone by;—then the *Daguerreotype*, divorced from Light; then, a *Telegraph* inducted into the company of 'strange bed-fellows'; then, velocity of electricity; then, another *Telegraph*; then, an apology for the omission of a printing press, for the sufficient reason that now, 'almost every village can boast of one or more'; and thereafter, Sharp's Rifle; Colt's Repeating Pistol; a Gas Meter; the Submarine Telegraph; an Ice-Saw; and a probable second satellite of the planet Neptune!"

We reserve for another article, what the critic says in reference to the accuracy of the work, and proceed to offer a few thoughts upon what has already been given. We are not an admirer of Dr. Comstock's works upon natural science, but we are still willing to admit that there must be something fascinating about them, or they would not have obtained so extensive a circulation. Our opinion is that their popularity is due to a kind of familiar semi-scientific style which is almost always preferred by the beginner. This style, however, is not inconsistent with correct scientific arrangement, and therefore if Dr. Comstock had a clear perception of the whole subject of Natural Philosophy, he might be able to remove many objectionable features in his book, and still preserve its enchantment. Although the critic has made Comstock's Philosophy his target, it should be observed that nearly, if not all, other School Philosophers are vulnerable to some of his shots. Some of the positions assumed by the critic seem not to be well taken. For instance, he charges the author with want of system, because he treats of Circular Motion before Curvilinear Motion of which it is a particular case. As well might Euclid have been charged with want of system, because he treated of the circle before curves in general. He also says that Astronomy does not belong to Nat. Philosophy. Now, it must be remembered that *Astronomy* means the *laws of the Stars*, the word *Star* being applicable to any heavenly body. Laplace's great work is entitled "*Mecanique Celeste*," that is, *Celestial Mechanics*, and hence is a part of Natural Philosophy. If Natural Philosophy be interpreted to mean the Philosophy of Nature, it will comprehend *all* the natural sciences. Again, the most extensive work on Natural Philosophy, published in this country, is Bartlett's, in three volumes, the first on Mechanical Philosophy, the second on Optics and Acoustics, and the third on *Spherical Astronomy*.

American writers have as yet done very little in the rigid classification of the Physical Sciences, and hence the great mass of our School Text Books on these sciences are "medleys," or scientific scrap-books.

W. D. H.

TEACHERS ASSOCIATION—PRESENT CRISIS—DEBATES, &c

The subjects announced by the Ex. Com. for discussion at the Teachers' meeting in Terre Haute, are eminently practical. We heartily rejoice at this circumstance, particularly at this time. It is an hour of adversity with the Public Schools. We need the collected wisdom and the earnest co-operation of all true friends of popular education, throughout our great and fertile, but afflicted State.

Unless some speedy remedy can be applied, the cause of general education in Indiana must rapidly decline. We have met persons who claim to think otherwise. It can not, however, be less true of Schools, than of other affairs in life, that, "it is easier to pull down than to build up."

Already many superior teachers have made a practical application of the "relief" suggested by our Mathematical friend at Richmond, viz.: that the Constitution says, "Emigration from the State shall not be prohibited." Numbers also are turning in disgust from a profession so fatally opposed by the "powers that be." Alas! why should those who *love to teach*, be driven from our profession, or from this Commonwealth, in order to gain a fair and reliable reward for their rare abilities and restless energies? While, also, our ranks are thinning, we find that wages are becoming lower. Teachers are more frequently found who lose their self-respect; this is a natural result. Inferior private schools are springing up on the "lowest bidder" principle. Selfishness begets selfishness, and takes, in certain cases, the place of harmony, and of true manhood and womanhood. Some who have been thrown out of employment in the cities, become competitors for situations in the country.

More general evils attend our present calamity. Education is thought to be less valuable. Those who have had the most thorough mental training, are now often found out of employment, "their occupation gone," or perhaps are seen clinging to a position which affords only a mockery of support. The example is discouraging. The stimulant to acquire knowledge is diminished. It is observed that not even an education, united with the most marked industry, and the most ample experience, as a teacher, is sufficient to secure to the possessor suitable business! The effect on the young is disastrous in the extreme. Where is the security that they will be rewarded for years of mental discipline? One wide and, under a liberal free school law, almost unlimited field of intellectual labor is greatly contracted.

In periods of prosperity, when *free schools* are triumphant, our profession rises in the scale of society. There is now a corresponding depression. *What can be done to arrest this downward tendency?* May the

Association at Terre Haute, with its judiciously selected subjects of debate before it, solve this problem wisely and truly. May the "blending of mind with mind," develop for us some plan of EFFECTIVE ACTION. To promote the cause of free schools has long been our object. They are the nurseries where Academies and Colleges are most abundantly supplied with minds thirsting to pursue the higher walks of science. All the true friends of education are deeply interested in their welfare. Yet our efforts to arouse the State in their behalf have been a failure. Did I say our efforts? *Have we made any earnest, united efforts?* At Indianapolis in 1856, at Richmond in 1857, and again in 1857, at Indianapolis, we passed resolutions, which have proved to be, in each case, only an idle farce; they have not been executed—they are a "dead letter" upon our record. Will not the crisis now upon us inaugurate a new spirit? Can we not, each of us, enter upon the present campaign, without any divided heart? The battle with cupidity, ignorance, and prejudice, MUST BE FOUGHT. We can not draw our swords too soon, nor wield them too zealously. If we would not endanger our success by apathy, we must enter the contest with *confidence in ourselves and in each other*. Teachers have too little self-reliance, outside of the school-room. They might be a power in the State, if they dared to be.

Why can we not execute our designs? Let us see to it this time, that our conference does not *end in mere debate*. We do not, however, undervalue discussion. It is emphatically what we need now extended over the entire State. Unless we teach politicians that we have vigor of voice and pen, energy of purpose, and courage which fears no opposition, they will never give heed to our resolutions. We are aware that the general debates of the Association, in which all are permitted to mingle as equals, give a keen zest to our semi-annual gatherings, without which, there would be a fearful falling off in the attendance. We hope there may be the fullest expression of opinions from all. "Discussion elicits truth." But this is not enough; we must carry the plans there formed into effect. In the debates at our meetings, we hope that the future may be like the past, very free from any injustice; ever affording to each one of our band of teachers, a respectful hearing; never permitting any monopoly of privileges; always leading all of the fraternity who meet with us—no matter how diffident in manners, or how obscure in position they may be—to realize from our acts that their presence and *participation* is ever welcome.

We learn from nearly every quarter, that those workers in the great field of education, whose interests have not been directly affected by the late disaster to the Schools, also share in our regret. Indeed, this step backward is to be lamented as a State misfortune, although it is in some degree local and partial. When there are only a few of the Slave States below us in point of popular education, is not any retrograde movement sufficient cause for general alarm and sorrow, not to say dismay? When

the margin is so small between us and the very lowest point of rank among all the States, what wonder if the educators of Indiana, who have fortunately been exempt from this reverse, should yet join hands in one great impulsive rally for the common weal. Would it be strange if a thrill of sympathy ran along the entire line of Teachers, from the highest to the lowest. We must all take hold and work. When the Association adjourns, we must canvass the State—all of it. When we roll up our sleeves and begin in "right earnest" we can conquer. Inspiration and labor achieve wonders. Peter the Hermit aroused all Europe to frenzy by his own strange fervor. We have a better cause. The contest will be severe; but the wise and the worthy, the humane and patriotic, the intelligent, the noble, and the gifted—all these are with us.

Fellow-Teachers! let us meet at Terre Haute, around the great "council fire" of our fraternity, and light our torches;—not those of the incendiary, but those of enthusiasm, for the uplifting of Indiana from its degradation. The Ex. Com. have wisely done their part; they have arranged matters so that there may be time; they have given us the very themes we need. All thanks.

Our Association should not be degraded by being made the scene where every wild 'ism of the day is presented in prolonged discourse. We do not wish it perverted from its high purpose by being made subservient to agents from other professions, who come to point out our inferiority and to boast of their own marvelous doings.

Too much space has not been assigned to lectures and elaborate reports; at least we hope so from the appearance of the notice. We have not always been so fortunate. It would be no more than just to all, to re-enact the rule so happily introduced into our last Association by Mr. VATER, limiting the time and number of speeches; this rule alone secures to each member his true rights and representation. Let us remember that in the "multitude of counsel, there is safety."

O. PHELPS, Ed. pro tem.

PHILOSOPHICAL QUESTION.—W. W. R. asks the following question: "Would it ever rain, if the air was removed, or if there was no air?"

[Should not W. W. R. use *were* instead of *was* in this question?]

THE N. Y. MUSICAL REVIEW is regularly upon our table, filled with "News, Reviews, Criticisms, and Correspondence," of the greatest value to every lover of the "divine art;" to say nothing of the music, which is most excellent. Every teacher who has a knowledge of musical reading, should be sure to send a dollar to Mason Brothers, 103 and 110 Duane street, N. Y., for which he will receive the Review for one year. It is laboring in the same field with ourselves, and should receive our encouragement and support.

SEMI-ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION, AT TERRE HAUTE, 20TH, 21ST, AND 22D OF JULY, 1858.

Tuesday, P. M., Organization—Social Meeting.

“ Evening—Address of President, B. Hobbs, Esq., Annapolis.

Wednesday, A. M., Business—Reports of Committees for holding Institutes.

Wednesday, P. M., Business—Address, Rev. John Young, Indianapolis.

“ Evening, Business—Address, Hon. Samuel L. Rugg, of Ft. Wayne. Discussion of Topics in Addresses.

Thursday, A. M., Business—Discussion on Defects of Indiana School Law.

Thursday, P. M., Address—Rev. Jos. G. Wilson, Terre Haute. Discussion of the Question, “What are the most efficient agencies in judicious school government?”

Thursday Evening, Discussion of the Question, “Is it proper to award prizes for superior scholarship?”

Closing business, resolutions, &c.

The Association will meet in the basement of the City School-House on Fourth street, North of Wabash street.

The usual reduction of Railroad fare may be expected. Let there be a large attendance.

CHAS. N. TODD, Ch'm'n Ex. Com.

NATIONAL TEACHERS' ASSOCIATION.

THE FIRST ANNUAL MEETING of the NATIONAL TEACHERS' ASSOCIATION, will be held in CINCINNATI, OHIO, commencing at 10 o'clock A. M., August 11th.

At this meeting, Lectures are expected from the following distinguished Educators, viz.:

Introductory Address by the President, Z. RICHARDS, Principal of a Classical School, Washington, D. C.

Lecture by J. D. PHILBRICK, Superintendent of Schools, Boston, Mass.

Lecture by J. N. McELIGOTT, Principal of a Classical School, New York City.

Lecture by DANIEL READ, Prof. in the University of Wisconsin.

Lecture by JOHN YOUNG, Prof. in the North-Western Christian University, Indiana.

Lecture by Hon. JOHN B. MALLARD, Georgia.

Lecture by C. H. WILEY, North Carolina.

SUBJECTS FOR DISCUSSION.

1. The expediency and justice of maintaining *free* schools throughout our Country by general taxation.

2. Parochial Schools; are they in harmony with the spirit of American Institutions?

3. Mixed Schools—The propriety and expediency of educating both sexes together, in the same classes.

The order of exercises will be announced at the meeting. Measures have been taken to make this assembling, a grand NATIONAL TEACHERS' JUBILEE! Many of the most prominent friends of education from the several States and Canada, are expected to be present and take part in the exercises.

N. B.—State, County, and other Educational Associations are respectfully invited to send Delegates. Members and Delegates are requested to report themselves, on their arrival at Cincinnati, at the office of A. J. RICKOFF, Superintendent of Schools.

The Local Committee, at Cincinnati, at the head of which is Mr. Superintendent RICKOFF, is doing all that can be done to secure the objects of the meeting. It is expected that a reduction of fare on the principal roads, will be made.

All Educational Journals and other Papers, friendly to the objects of the Association, are respectfully requested to insert this notice.

Further particulars may be had by addressing the President, Z. RICHARDS, Washington, D. C., or the Secretary, J. W. BULKLEY, Brooklyn, N. Y.

By order of the Board,

J. W. BULKLEY, Secretary.

Brooklyn, June, 1858.


EDUCATIONAL STATISTICS.—At our annual meeting last Dec., a resolution was unanimously adopted, requesting teachers to collect educational information in their neighborhoods, and present at the next semi-annual meeting. Don't forget this, fellow-teachers; bring on your reports from every school district in the State and let us hear from you. We may find much to encourage, amid the present gloom. Let us know how the people feel; if they are right, we can soon change the present dark aspect of school matters to one more bright and cheering.

We want to hear, also, from those committees appointed to lecture and hold institutes in the several parts of the State. Let no member of those committees fail to be present and report *some* progress at any rate. How many have done their duty?

NEWTON BATEMAN, Editor of the *Illinois Teacher*, is the candidate of the Republican party of Illinois, for the office of State Superintendent of Schools.

PERSONAL.

Prof. B. T. Hoyt, A. M., late of Indianapolis, has been elected Prof. of the Latin Language, in Asbury University, Greencastle, Ind.

 We were called upon to take charge of this No. of the *Journal* suddenly, and found but one article on hand at the time; this will account for some defects. The July No. had to be out early on account of the Terre Haute meeting. Two very interesting and practical articles came too late. One very valuable production came *before* we had the care of matters here, and it was only discovered when our space was occupied; it had modestly slid away among some books and papers. We hope to see it in print soon.

OUR EXCHANGES.

The *N. Y. Teacher* maintains its high literary character; in the July No. are many very interesting original articles; they have freshness and vivacity. They enchant while they instruct us.

The *Atlantic Monthly* never fails to make its appearance in season. It has become so well and so favorably known as to need no comment; but the noble principles which it advocates with such power, interest us in its still wider circulation.

Sargeant's School Monthly, for July, comes to us early, with a tempting array of subjects. We have read a few of the articles only, but with such delight, that we will turn to the No. again when time permits.

Received July No. of the *R. I. Schoolmaster*, one of the very best of our exchanges. We like its short, pithy, practical articles. True, our educational journals are designed principally for the Teachers' benefit and most of their articles should be directly on his profession; but if they contained more short selections, or original paragraphs of general interest, such as a teacher could read with interest and profit to his scholars, would they not receive more subscribers from the parents of the scholars, and even from among the older class of pupils themselves? In short, is there not danger that a Teachers' Journal may become, what he himself too often is, too professional to be a welcome or enlightening visitor.

SCHOOL FURNITURE.—We call attention to THOMAS KELSALL's advertisement on the cover of the *Journal*. Our late reverse has checked improvements, but we hope this is only temporary. Meanwhile, let men observe where the best furniture can be found for future use.

BOOKS.—We invite attention to the advertisement of STEWART & BOWEN, in this No. of the *Journal*. Some new works are in the list we think.

SOMETHING FRESH AND RACY.

A GRAND BOOK FOR THE BOYS!

THE COMMON SCHOOL SPEAKER,

By NOBLE BUTLER, A.M.

A Book of Familiar Speeches and Dialogues suited to the wants and capacities of the Pupils of Primary and Common Schools,

CONTAINING 263 PIECES FOR DECLAMATION AND RECITATION.

PECULIAR MERITS.

1. The extracts are mostly fresh, not found in other Speakers.
2. They are of familiar character, intended for youths from ten to fourteen years of age.
3. The pieces are generally short, of the right length to commit to memory.
4. The extracts are varied, grave, humorous, national and American, out and out.
5. It contains a great variety of Dialogues, many of which are original, and all lively and interesting.
6. It is printed in very compact form, and can be carried in the pocket.

AUTHORS AND PIECES.

- WEBSTER.**—Most of his grand national masterpieces.
- EVERETT.**—California Gold and Maize Compared, a magnificent speech, perfectly fresh. The Farmer, American Mechanics, and eight or ten other of his best things, some found in no other Speaker.
- S. S. PRENTISS.**—Especial and successful effort has been taken to collect all the best extracts from this great southern orator. Most of them never before found in any similar collection, and worth more than the whole cost of the book.
- ALBERT PIKE.**—Pacific Railroad, very good. Fine Arkansas Gentleman, very amusing.
- DIALOGUES.**—Marriage, in verse; Traveler in Smithville; Sancho Panza, Bragadocio; Sick Englishman; Red Eagle and Gen. Jackson; Choosing a Wife; Shape of the Earth; New Preacher; Candidate for Congress; President and Office Seeker; Way to John Smith's; Merchant and Idler; Going to the Legislature—brimful of humor; Duty—capital; Collecting Debts, very amusing; Pursuits in Life; Gil Blas and Archbishop; Money; The Imitator, &c., &c.—all prepared with express reference to

SCHOOL EXHIBITIONS.

- BISHOP BASCOM.**—The Cross, one of the most magnificent pieces of declamation in the English language.
- MISCELLANEOUS AND HUMOROUS.**—American Sea Serpent; Modern Belle; Old Bachelor; Pay as you Go; Arlington's great Defence; Uncommon Old Man, and many others.
- HENRY CLAY.**—For War with England; Disunion and War, and others of his most eloquent efforts.
- LYMAN BEECHER.**—National Immorality, one of the finest things in the language.
- OTHER AUTHORS.**—Bulwer, Corwin, Meagher, Gough, Kossuth, Carnes, Victor Hugo, Doesticks, and a great many others.

RETAIL PRICE 60 CENTS.

On receipt of which it will be sent, postage paid, to any address.

Teachers and School Committees shall receive a copy, postage paid, by remitting 40 cents in postage stamps.

MORTON & GRISWOLD, Publishers,
LOUISVILLE, KY

PINNEO'S ENGLISH GRAMMAR.

THE MOST COMPLETE PUBLISHED.

Prof. Pinneo has succeeded beyond any author who has preceded him, in rendering the study of English Grammar, usually dry and distasteful to the young learner, an attractive and highly interesting branch of education.—Those who have used his works, in their *revised* form, find that, from their natural arrangement and simplicity of illustration, pupils readily understand the subject of their study, and hence become deeply interested; and, in a short time, good grammarians.

PINNEO'S PRIMARY GRAMMAR,

For Common Schools,

Revised and enlarged, and printed from new, clear, open type. This enlarged edition is a full and complete Class Book for Common Schools, containing all that is taught on the subject in public schools.

PINNEO'S ANALYTICAL GRAMMAR,

For Schools and Academies,

Revised, with enlarged type. Designed for advanced pupils, who wish to study the subject on a more extended basis, and with greater minuteness of detail.

PINNEO'S ENGLISH TEACHER.

A valuable introduction to the art of composition, in which is taught the structure of sentences by Analysis and Synthesis.

From the Hon. Anson Smyth, Superintendent of Public Instruction, for the State of Ohio, and one of the Leading Educators of the West.

"I esteem Pinneo's English Grammar as among the best text books extant, for guiding the learner to a knowledge of the correct use of language. Its definitions are clear and exact, its rules simple and comprehensive, and its whole plan and arrangement well adapted to achieve its purpose.

ANSON SMYTH."

Single copies sent to teachers, postage paid, for *examination*, on receipt of 12 cents for the Primary Grammar, 20 cents for the Analytical, and 20 cents for the English Teacher.

HEMANS' YOUNG LADIES' READER.

BY PROF. T. S. PINNEO.

A neat volume of 480 pages, embracing over 450 choice selections, and prepared with especial reference to the wants of Female Schools and Seminars.

Single copies furnished to teachers, postage paid, for *examination*, on the receipt of 40 cents, either in money or postage stamps.

Published by W. B. SMITH & CO., Cincinnati, O.

CLARK, AUSTIN & SMITH, N. York.

Oct. 15, 1857.

J. B. LIPPINCOTT & CO., Phil'a.

NEW SCHOOL-BOOKS.

THE LATEST AND BEST.

The Best and Cheapest School-Books Ever Published.

McGUFFEY'S NEW ECLECTIC READERS.

This series, just published, embraces many new features of excellence, calculated to render it one of the most valuable contributions to the educational Literature of the day.

Single copies furnished to teachers for *examination*, on receipt of the annexed prices:

McGuffey's New Ec. 1st Reader,	06	McGuffey's New Ec. 5th Reader,	30
" " " 2d "	12	" " " 6th "	40
" " " 3d "	18	" " High School "	50
" " " 4th "	20	" Eclectic Spelling Book	06

RAY'S ARITHMETICS—REVISED AND IMPROVED.

This series consists of a *Primary* (first book), *Intellectual* (second book), and *Practical* (third book).

These books, well and widely known as among the best works on Arithmetic ever published, have lately undergone a thorough revision, and are now presented to teachers in a *new and greatly improved character*.

A NEW BOOK—THE BEST OF ITS KIND.

Ray's Higher Arithmetic.

The principles of Arithmetic, analyzed and applied, for advanced students and business men.

This is not a "re-hash" of the examples, &c., in Ray's Third Book, but a fresh, attractive, and exceedingly practical presentation of Arithmetic in its higher applications.

Single copies furnished to teachers, for *examination*, on receipt of the annexed prices:

Ray's Arithmetic, first book,	06	Ray's Arithmetic, third book,	20
" " second "	15	" Higher Arithmetic,	40

RAY'S ALGEBRAS.

FIRST BOOK:—For Common Schools and Academies. A simple and thorough elementary work.

SECOND BOOK:—For advanced students in Academies and Colleges. A progressive, lucid, and comprehensive treatise.

Single copies furnished to teachers, for *examination*, at the annexed prices:

Ray's Algebra, first book,	30	Ray's Algebra, second book,	50
----------------------------	----	-----------------------------	----

KEY TO RAY'S ARITHMETICS—SECOND AND THIRD BOOKS.

Containing solutions to questions; also, an appendix embracing *Test Examples* for the slate and black-board. Furnished to teachers for 40 cents.

KEY TO RAY'S ALGEBRAS.

Embracing, in addition to solutions of problems, a full discussion of indeterminate and diophantine analysis, properties of numbers, and scales of notation. Furnished to teachers for \$1.00.

No mathematical works published ever attained, in so short a time, as general and decided popularity as these.

Published by W. B. SMITH & CO., Cincinnati, O.
CLARK, AUSTIN & SMITH, N. York.
J. B. LIPPINCOTT & CO., Phil'a.

October 15, 1857.

1858. "Officially Recommended." 1858.

THE ECLECTIC SERIES EMBRACES,

McGUFFEY'S ECLECTIC SPELLER,.....	1 BOOK.
McGUFFEY'S PRIMARY SCHOOL CHARTS, ..	6 NUMS.
McGUFFEY'S ECLECTIC READERS,.....	5 BOOKS.
RAY'S SERIES OF ARITHMETICS,.....	4 BOOKS.
RAY'S SERIES OF ALGEBRAS,.....	2 BOOKS.
PINNEO'S SERIES OF GRAMMARS,.....	3 BOOKS.
McGUFFEY'S NEW ECLECTIC READERS, ..	7 BOOKS.

These Books possess the highest merit, are more widely introduced than any other series ever published, and have received the cordial indorsement of the most intelligent and successful teachers, throughout the Union.

They combine the rare advantages of superior intrinsic merit, typographical beauty, **cheapness**, and extensive uniformity of adoption and use.

This Series has been "Officially Recommended"

BY THE OHIO STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
INDIANA STATE SUPTS. OF PUBLIC INSTRUCTION,
INDIANA STATE BOARD OF EDUCATION,
ILLINOIS STATE SUPT. OF PUBLIC INSTRUCTION,
ILLINOIS STATE BOARD OF EDUCATION,
IOWA STATE SUPTS. OF PUBLIC INSTRUCTION,
WISCONSIN STATE SUPTS. OF PUBLIC INSTRUCTION,
MICHIGAN STATE SUPT. OF PUBLIC INSTRUCTION.

Also, approved and adopted in **New York City** Public Schools;—in the public Schools of **Pennsylvania**;—in Schools in the **New England States**;—and in nearly every other State where liberal attention is given to public instruction.

OBSERVE,—That "especially favorable terms for first introduction" are *not* offered. If the books are *worth having*, they are WORTH PAYING for. That they *are* worth having, their extensive adoption and high "official recommendation" clearly prove. They will be furnished for a first introduction at regular wholesale prices.

Publishers,—W. B. SMITH & Co., *Cincinnati*:—CLARK, AUSTIN & SMITH, *New York*:—J. B. LIPPINCOTT & Co., *Philadelphia*.

STEWART & BOWEN'S

INDIANA WHOLESALE BOOK AND PAPER HOUSE.

We will forward any of the following works, on the receipt of the retail price affixed to each, *free of postage*:

Teacher's Register	\$0 50	Wells's Science of Common Things, ..	\$0 75
do do full bound.....	2 00	Silliman's Chemistry.....	1 50
Teacher's Class Book.....	5 25	Youman's Chemistry	0 75
Davies' Logic of Mathematics.....	1 25	Youman's Household Science.....	1 25
Davies' Dictionary of Mathematics..	3 00	Brocklesby's Meteorology.....	0 75
Davies' Algebra.....	75	Warren's Physical Geography.....	1 00
Davies' Boudon and Legendre, each	1 50	Sargent's Standard Speakers.....	1 50
Courtney's Calculus	2 00	Sanders's School Speakers	1 00
Gillespie's Land Surveying	2 00	Zachos's American Speaker.....	1 00
Page's Theory and Practice of Teach-		Northend's American Speaker.....	0 75
ing	1 00	Northend's School Dialogues.....	0 75
Parker's Natural Philosophy.....	1 00	Butler's Speaker.....	0 60
Wells's Natural Philosophy	1 00	Lowell's U. S. Speaker.....	1 00
Liddle & Scott's Greek Dictionary..	5 00	Lowell's School Dialogues.....	1 00
Andrew's Latin Dictionary.....	5 00	Parlor Dramas.....	1 00
Anthony's Classical Dictionary.....	4 00	One Hundred Dialogues.....	1 00
Adler's German Dictionary	1 50	National Fifth Reader.....	1 00
Janett's French Dictionary.....	1 50		

In addition to the above, we will procure any book published, and furnish it at publisher's rates.

TO TEACHERS, ESPECIALLY.

To teachers desirous of supplying themselves or schools with Books and Stationery, we will allow them a liberal discount from our usual prices. Our stock is carefully selected and well adapted to the demand of this and adjoining States.

July 15, '58.

STEWART & BOWEN,
INDIANAPOLIS, Ind.

CAMERON & M'NEELY, BOOK AND JOB PRINTERS, INDIANAPOLIS.

Printers of the

INDIANA SCHOOL JOURNAL,
INDIANA AMERICAN,
PUBLIC ADVERTISER,
NATIONAL DEMOCRAT,
DAILY CITIZEN, &c.

PELTON'S OUTLINE MAPS AND KEYS.
MITCHELL'S OUTLINE MAPS & KEYS.
HOLBROOK'S SCHOOL APPARATUS.

Lippincott's Pronouncing Gazetteer of the World.

The above, and other valuable School Requisites, some of which are indispensable in every good school, are furnished on the most liberal terms by the subscriber, who is also offering valuable premiums to any one who will secure him the sale of them, to be used in a school not heretofore supplied with them. Send for circular giving full particulars.

Nov. 15, '57.

Address, JOHN H. ROLFE, Chicago, Illinois.



3 0112 098803726

POTTER & HAMMOND'S

New System of Penmanship

Is now used in the Public Schools of Indianapolis, and has received the unqualified approval of the Superintendent and every teacher in the city.

The Authors of the above system now publish two distinct editions, one of 24 and one of 20 pages. Both of these editions, in style of writing, systematic arrangement, mechanical execution, quality of paper, AND IN EVERY OTHER PARTICULAR, challenge comparison with any other series of books before the public.

Writing has too long been taught merely as a mechanical art. In learning to write, the *mind* and the *eye* of the pupil have not been trained, since attention has been given only to training the muscles of the hand to imitate. In this system a new method is adopted. The art of writing is reduced to a complete science. The letters of the alphabet, both small and large, are reduced to a few elementary principles, and so arranged that the formation of each letter assists materially in forming the next. The style of writing adopted, combines elegance with rapidity of execution, giving a *simple, graceful business hand writing*, which will not be changed upon entering the Counting Room.

The most eminent teachers in the Union have given it their unqualified recommendation. We make the following brief extracts:

"It is the best that I have seen."

REV. SAMUEL AARON, A. M.,
Principal Treemount Seminary,
Norristown, Pa.

"I have taught penmanship more or less for twelve years, and have examined and used nearly every system of Penmanship in New England, and have seen none which I can teach with so much profit to the pupil as that of Messrs. Potter & Hammond. Both the System and paper of which the writing books are made, I consider unequalled. It is what we have long needed.

H. C. NASH,

Principal of High Street Grammar School, Pawtucket, R. I.

From W. F. Wyers, Ph. D., A. M., Principal of West Chester Academy, Pennsylvania:

"The lucid, systematic, and progressive character of the work, places it, in my estimation, far in advance of any other system of Penmanship with which I am acquainted.

"It is in every way calculated to lessen the labor of the teacher, and to insure the progress of the pupil. The paper is excellent.

W. F. WYERS."

Published by POTTER & HAMMOND,

Providence, Rhode Island.

For Sale by STEWART & BOWEN, Indianapolis, and by the principal booksellers throughout the State: Nov. 15, '57.